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AUTHOR Jones, Yvonne J.
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ABSTRACT

In 1980-81 the 8 high schools of the Secondary Adult Program incorporated 176 adults into their regular routines. (Of these, 89 completed the school year following individualized curricula.) Teachers whose classes had less than the maximum allowed enrollment of regular students accepted one or more adult students. The Secondary Adult Program provided for establishing the program in each school, recruiting adults from the community, interviewing and testing adults for placement, and scheduling the adults together for daily advisory sessions. The program also held meetings for the adults and provided staff development coordination for teachers and principals. To provide information on participants' reactions to the program, 56 adult students completed an end-of-year survey. Most reported contact with younger students and academic success. Their most frequently cited difficulties in adjustment were getting up early, sending children to school, getting back into habit of studying, and carrying a full course load. Teachers perceived the adults as a positive influence on other students' behavior and especially on students' and teachers' attitudes. Teachers also indicated adults brought life experiences of special relevance to the subject of the class. (Regular student, adult student, and teacher surveys are included. Publicity materials are appended.) (YLB)

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SECONDARY ADULT PROGRAM

310 Report

Contract #98-1015

by

Yvonne J. Jones

Supervisor

Affective Education Program

School District of Philadelphia

U.S. DEPARTMENT OF EDUCATION
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October, 1981

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Copies of this report may be obtained by writing to the Affective Education Program, Philadelphia School District, Philadelphia, Pennsylvania.

Abstract

TITLE Secondary Adult Program

CONTACT Yvonne J. Jones
Supervisor
Philadelphia School District
Affective Education Division
Adult Education Division
Philadelphia, Pennsylvania 19103

OBJECTIVES

The main objectives of the project are:

1) To successfully establish a network of secondary schools that will provide local community adults with the opportunity to attend ongoing secondary classes.
2) To create and disseminate descriptions of the above model so that other school districts can implement the program.

DESCRIPTION

The methodology includes the following activities:

1) Adult Students--Recruitment, retention and reward. Adults have four all day seminars at one of the eight sites. Seminars are experiential and skill specific.
2) Teachers--At least three on-site school meetings and several cross school activities to share and disseminate information.
3) Coordinators--One meeting a month for up-dating and problem solving.
4) Principles--Bimonthly meetings to access progress and plan.

The training methods used in the workshop have the following format: warm-up; stating of objectives, overview, specific activity, rationale, practical application, a plan of action and feedback. One innovative method utilized in the program was the formation of a three phase "buddy system" or support network. Adults in th Secondary Adult Program were encouraged to have a) an adult buddy from the same school; b) a regular student as a buddy; and c) an adult student from another site as a buddy. This support was very effective for those students who took advantage of it.

FUNDING

$34,277 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Minority Ethnic Group (Black/Women); Older Adults; Educational Level (Working on High School Diploma); and Urban Residents

PRODUCT

1) A descriptive narrative about the program is being developed and will be available in September 1981.
2) A packet of designs for the program will be developed during the summer.
3) The evaluation data will be summarized and put in a report over the summer. All material will be available through the Affective Education Program, Philadelphia School System, 21st and the Parkway, Philadelphia, Pennsylvania 19103.

EVALUATION

Aspects of the evaluation are being summarized as attendance data, grades, etc. 43 adults graduated from the project.

Introduction

From 1974 to 1979, adult students in Philadelphia participated in the School for All Ages (SFAA), which was run by the Affective Education Program and funded by Title IVC of the Elementary and Secondary Education Act (ESEA). This program demonstrated that adults who are available during the day could be incorporated into ongoing secondary school classes with younger students, with benefits to both adutls and teenagers. In 1979, the Pennsylvania State Department of Education validated the SFAA as an exemplary program. In 1978-1979, the last year of operation of the two original SFAA schools, the Affective Education Program created the Secondary Adult Program in three regular high schools. Two additional schools joined in 1979-1980.

During the 1980-81 school year, the Secondary Adult Program received funds for one year under Section 310 of the Adult Education Act (P.L. 95-560). The program was expanded with the collaboration of the Adult Education Office into three more high schools, bringing the total to eight: Bartram School for Human Services, Edison, Franklin, Germantown, Kensington, M. L. King, Northeast and Olney.

The program was implemented from the start of the school year in October of 1980(late start due to teachers' strike) until June 30, 1981. The funding provided for recruitment of adult students, four all day seminars for adult students, on-site meetings for teachers, meetings with principals, coordination of the program at the local school sites and cross-site coordinator meetings.

This report will be useful for any individual who is interested in new models for educating adults in the community, for teachers and administrators who are working with adult students and for regular high school

students who have concerns about attending school with older people.

This report will be on file for five years in the Advisor of Special Projects Office, Commonwealth of Pennsylvania, Department of Education, P.O. Box 911, Harrisburg, Pa. 17108.

Descriptive Narrative

A descriptive narrative of the Secondary Adult Program was prepared by Mr. Ase DeZube, a teacher at Martin Luther King High School, who taught adults and very much enjoyed being a participant in this project. Copies of this narrative are available from the Affective Education Program, Philadelphia Board of Education.

Mr. DeZube's descriptive narrative includes a summary of the benefits of the Secondary Adult Program which are listed below:

TO THE PARTICIPANT ADULT

1. "Academically...the skills of adults vary...and...they learn best when placed in regular classes at the appropriate level rather than in a special class which has adults at many different levels. In this setting, they are very willing both to ask for help and to give help to others and so they learn both by being taught and from the process of doing some teaching."

2. Many adults "have commented that being around young people gives them a new outlook on life", better insights into the inner workings of the adolescent, and helps them to discover "better ways of dealing with them."

3. The scope of course offerings in day-school are much broader than evening school, thereby increasing the prospects of the adult student finding a course to match her interests.

4. An opportunity to utilize the services of school counselors in exploring post high school education and job opportunities.

5. The personal satisfaction of having an aim in life.

6. An opportunity to meet other adults with the same goals and interests.

7. An opportunity to live a fuller life.

TO THE TEACHER

1. Strengthens job security by building-up enrollment.

2. Livlier and more fruitful classroon discussions.

3. The personal satisfactory of "sharing in other people's growth."

TO THE ADOLESCENT STUDENT

1. "Adults add a special dimension of experience and knowledge" to classroom discussions.

2. Adults "help young people to get a better idea of the issues and concerns" awaiting them in the future.

3. Adults provide a positive role model for the younger student.

4. Adults act as resources for the younger student, freely passing on the knowledge, wisdom, and encouragement with which the years of experience have provided them.

5. By learning to interact with adults, general socialization skills are improved.

A true measure of a program's value is the number of teachers who opt to join a program in the years succeeding a program's initiation and trial. In the Secondary Adult Program's case, the number of teachers volunteering to accept adults into their classes in the second and third years of the program's existence has increased. In one school, an entire faculty joined the program.

Many times an educational program we praise as a successful program is nothing more than its survival resulting from a teacher's elastic pedogogical toleration for administratively imposed programs. In short, educational survival is equated with educational success. The only real safeguard against this is to speak to each teacher involved in the program individually, as I did with the teachers in the Secondary Adult Program. The moment I did, not only was it abundantly clear that all the plaudits were deserved but the manner in which the teacher expressed his praise invariably turned apostolic.

Evaluation

An extensive evaluation of the Secondary Adult Program was conducted by the Office of Research and Evaluation Services of the Philadelphia School District. The next few pages will describe the information gathered by the evaluators and sample copies of questionnaires are included.

OBSERVED ACTIVITIES

In 1980-1981, the eight high schools of the Secondary Adult Program incorporated adults into their regular routines. Teachers whose classes had less than the maximum allowed enrollment of regular students volunteered to accept one or more adult students. The classes were already paid for by the School District's operating budget, and the adults' presence entailed no additional expense to the District. The Secondary Adult Program provided for establishing the program in each school, recruiting adults from the community, interviewing and testing the adults for placement, and scheduling the adults together for daily advisory sessions. The program also held meetings for the adults and provided staff development and coordination for teachers and principals, as described in greater detail below.

Within each school, an advisor counseled adult students. Each school (except Northeast, where the advisor took maternity leave) held at least three on-site meetings with teachers to relay information, get feedback, and coordinate the program.

The Secondary Adult Program conducted various meetings across schools for adult students, teachers, and principals. Adult students attended four all-day sessions where they met adult students from the other seven schools and engaged in exercises on topics including re-entering the school setting, taking tests, building support networks, seeking higher education, and getting jobs. Principals met five times for planning and problem-solving. Coordinators from each school (usually the adult students' advisor) met eight times to address issues of daily operation. Classroom teachers from across the schools met twice. Finally, graduating adults and their friends, families, and teachers from across the eight schools attended a Recognition and Achievement Award Ceremony.

Thus, the Secondary Adult Program was implemented in 1980-1981, with administration by the Adult Education Program and planning and staff development by the Affective Education Program. A teachers' strike in September, 1980 delayed the start of the program, especially in the three schools new to the program. Although many adults began school along with regular students, some program implementation milestones planned for November were not attained until December and January (e.g., cross-school meetings, completed enrollment lists). Students, teachers, and administrators noted by their comments on questionnaires and at meetings the importance of starting the program at the beginning of the school year.

To provide information on participants' reactions to the Secondary Adult Program, fifty-six adult students completed an end-of-year survey. Seventy-two percent reported talking to regular students many times a day or almost every day. Only one adult reported disliking contact with the younger students. Asked which parts of their adjustment were easier than expected, most adults cited contact with younger students. One adult's comment was typical, "I was (initially) afraid of being in class with teenagers, but to my surprise they were very nice to me." Many described their academic success: "I'm getting better grades than ever before"; and "I learned that I'm not so dumb after all." Adults' most frequently cited difficulties in adjustment included getting up early, sending their own children to school,

getting back into the habit of studying, and carrying a full courseload. Asked what would have made their adjustment easier, adults suggested returning to school with fewer years' delay, starting in September, an easier roster of classes (fewer courses, a schedule of their own choice), an improved buddy system with students who had some of their same classes, and help with study skills timed for the start of the year. Adults were asked the differences between their current school experiences and those as a teenager. Their answers included: "I appreciate the value of an education now"; "It's less strict now"; "I don't have to worry about how I dress or keeping up with the dances"; "Before I was afraid to ask questions, but now it's nonstop questions."

Surveys of the effects of the Secondary Adult Program, described below, present the views of teachers (Objective 5) and regular students (Objective 6).

ATTAINMENT OF OBJECTIVES

Objective 1: *During the 1980-1981 school year, at least eight District secondary schools will formally enroll an average of at least 20 adults each as full-time students as indicated by the submission of a list of student names to the project administrator before January 15, 1981.*

This objective was considered attained. Although the enrollment criterion was met, many students did not complete the school year.

Between September, 1980 and January, 1981, a total of 176 adult students enrolled in the eight schools of the Secondary Adult Education Program. This average of 22 students enrolled per school exceeded the criterion of 20 students. Enrollments at each school ranged from 12 to 35 adult students, with three of the eight schools enrolling more than 20 adults.

Family and financial pressures forced many adult[illegible] leave school before year's end, when enrollments at each school ranged from 0 to 19 adults. A total of 89 adult students (an average of 11 per school) remained enrolled through June. The remaining objectives were assessed only for these 89 adults.

Objective 2: *During the 1980-1981 school year, adults participating in the project will maintain an average attendance rate for their unique school experience of at least 65% as indicated by formal attendance records.*

This objective was attained. The 89 students on roll at the end of the year maintained an average group attendance rate of 80%. This exceeded the objective of 65% attendance. Average adults' attendance at individual schools ranged from 65% to 90%. Attendance equalled or exceeded 65% for 76 of the 89 adults who were on roll at the end of the year.

Objective 3: *During the 1980-1981 school year, an individualized curricular program will be created for each enrolled adult student, which includes an assessment of incoming skills (diagnostic testing), a statement of long-range goals (diploma, GED, other), and a written program of studies (required course) to attain these goals. These records will be maintained in the students' personal record files.*

This objective was partially attained. The five schools continuing in the program had complete records and the three new schools did not. Individualized curricula were to be created for all adults who entered the program. Ideally, the students' previous school records would have been available. But one adult, for example, left school during the Great Depression of the 1930's. Current information was taken from application forms on which adults stated their long-term goals and from placement tests in reading and mathematics. Up to two units of credit were given for life experience outside of school. The project's objective was to maintain this placement information in students' files. The five schools continuing in the Secondary Adult Program from previous years had complete records indicating individualized curricula for 95% (63) of their 66 adults who completed the school year. However, all 29 adults' records in the three schools new to the program lacked diagnostic test scores. A three week strike in September exacerbated new schools' difficulties in introducing the Secondary Adult Program.

Objective 4: *During the 1980-1981 school year, at least 80% of the adult students who maintain an attendance rate of at least 65% will receive credit for all of their academic courses as indicated in formal teacher reports of student progress.*

This objective was attained. Seventy-six adults maintained attendance of 65% or more. Records showed that 95% (72) of the 76 adults with regular attendance passed all their academic courses. This exceeded the 80% criterion. The other four adults failed one or more courses. Many adult students achieved great academic success in 1980-1981. Forty-three adults were graduated, 4 were accepted to college, 4 achieved distinguished records (all A's), and 10 achieved meritorious records (all A's and B's).

Objective 5: *During the 1980-1981 school year, participating teachers will report that the presence of adult student(s) in regular classrooms will result in a substantial decrease in the objectionable and disruptive behavior exhibited by regular students in comparison to previous years.*

This objective was attained. A total of 107 teachers from all eight schools responded to a questionnaire about the effects of having adult students in their classes. Teachers perceived the adults as a positive influence on other students' behavior and especially on students' and teachers' attitudes.

When asked about next year, all of the responding teachers indicated they wanted the Secondary Adult Program in their school (88% "definitely" and 12% "depending how it was arranged"). For example, teachers wanted adults involved from the beginning of the school year. Furthermore, 96% of the responding teachers wanted adult students in their own classes next year.

With respect to attitudes, 60% or more of the responding teachers indicated that the presence of adult students improved regular students' morale and seriousness of study and improved teachers' attitudes towards the class. Teachers' comments included: "One adult's great enthusiasm about work infected the whole class"; "When the younger students see an adult come back to school and work so hard, they are impressed with the value of a diploma"; and "It (the adult's presence) keeps me on my toes to prepare good lessons." A few teachers reported that better screening of adults was needed. They said: "Some adults have the same bad habits (lateness, excessive absence) as the other students"; and "I find it frustrating and even embarrassing to remind adults of their obligations." However, other teachers described how group research reports improved because of pressure from an adult member. Another teacher wrote, "She (the adult) knows how to ask a question or bring up an objection without being abrasive. A few adolescent students learned from that." Overall, more than 90% of the teachers' comments described adults as favorably influencing students' attitudes by serving as models of seriousness and maturity.

With respect to course content, 65% of the responding teachers indicated that adults brought life experiences of special relevance to the subject of their class. Some adults recalled particular historical events such as the Great Depression, various wars, and McCarthyism. Other adults told about conditions for Blacks in this country before Martin Luther King and the Civil Rights Movement and about how bad the "good old days" were. Some adults described their practical experiences with voting, serving in the military, signing leases, and dropping out of school to have a baby. Some discussed being sensitive to the need for learning standard patterns of English and to express one's self clearly in order to be successful.

With respect to behavior, 50% of the responding teachers indicated that adult students' presence reduced objectionable and disruptive behavior in regular students, 32% indicated it reduced discipline referrals, and 20% indicated it reduced student cutting of classes. Some adults were out of school for only a few years and appeared no older than the regular students. But the adults who were visibly older served to inhibit foul language. As one teacher wrote, "Many of the young male students remove their hats, are more polite, and use better language in the classroom because of the adults." Another wrote, "A student who was cutting class continually became close to the adult student, who convinced him that cutting was not the way. He ended up passing the course, enabling him to graduate."

Objective 6: *During the 1980-1981 school year, adult students who maintain consistent attendance will be assimilated into the regular school program and generally accepted by the regular students (who also maintain consistent attendance) to the extent that (a) 90% of the regular students in classes having adult students will express a positive attitude toward the adults and (b) 25% will indicate direct positive interactions with the adults as measured by a brief survey of regular students.*

This objective was attained. A total of 316 regular students in 20 classes at the eight schools responded to a questionnaire about adults in their classes. When regular students were asked how they felt about having adult students in their classes, 44% answered, "I like it"; 55% answered, "It's OK"; and 1% answered, "I don't like it." Students commented. "There is more respect for everyone"; "It's important to hear everyone's point of view"; and "It helps to know that a diploma is worth something." The neutral position of "It's OK" corresponded to comments such as, "Give them (the adults) a chance to finish their education"; and "It doesn't matter; I'm only here for myself." The few negative comments included, "They act like my parents and take away some of the fun"; and "Some of them think they are smarter than we are and can do whatever they want." These responses, apparently divided between neutral and positive, should be interpreted in light of the following question. Students were asked whether they would rather have some adults in their classes or have all classmates their own age. Here, 91% preferred having some adults in their classes. This met the objective that 90% of the regular students in classes having adult students express a positive attitude toward the adults.

To measure interactions, regular students were asked how often they talked to adult students. It was found that 27% talked to adult students several times a day or almost every day, and 55%, once in a while. Asked how good these interactions were, 26% of the regular students answered "very good," 72% answered "OK," and 2% answered "not good." This meets the objective that 25% will indicate direct positive interactions with the adults. Regular students commented, "The adults are nice"; and "They are more mature than people my age."

Some regular students described additional benefits of the Secondary Adult Program. For example, 42% wrote that their classmates acted better, with less cursing, fighting, and littering. One wrote, "Students don't clown in class because they don't want to look like a fool in front of adults." On another question, 39% of the regular students answered that they learned more because adults are in the class. Comments included, "The adults have given students motivation to try harder just by their presence in the class"; "Some students try to show some respect, and that means fewer interruptions"; and "There might be more of a learning effect if we had two or three adults in our class instead of just one."

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF RESEARCH AND EVALUATION
FEDERAL EVALUATION RESOURCE SERVICES

SECONDARY ADULT PROGRAM
REGULAR STUDENT SURVEY

SCHOOL_____ NUMBER OF ADULT STUDENTS IN THIS CLASS_____

GRADE_____ SUBJECT_____ DATE_____

The introduction of adults into regular school classrooms is a unique happening for public schools and the teachers, regular students, and adult students involved. We would like to know what you think of this experience by having you answer the following questions. Feel free to answer honestly. You do not put your name on this survey.

1. What effect have the adults had on the behavior of your classmates? Check one:

_____None at all. There are still many disruptions.

_____There was not problem of disruptions even before the adult students joined our class.

_____Some students act better.

_____Everyone acts better. There are very few disruptions.

2. What effect have the adults in your class had on your learning?

_____None

_____I have learned somewhat more because they are in this class.

_____I have learned much more because they are in this class.

3. How often are you absent from this class, on the average?

_____absent less than once a week

_____absent about once a week

_____absent twice a week

_____absent three or more times a week

4. How often do you talk to an adult student in your class?

_____Never

_____Once in a while

_____Almost every day

_____Many times a day

5. For what reasons have you had contact with an adult student? (Check all that apply).

_____Classwork/homework

_____Personal problems

_____Social - just as a friend

_____Other (specify)_____

6. In general, how have these interactions been for you?

_____Very good

_____OK

_____Not good

7. How do you feel about having adult students in your class?

_____I like it

_____It's OK

_____I don't like it

8. What other good things have happened in your class, in the halls, or in school generally because the adult students are attending?

9. Would you rather have some adult students in your class or have all the students be your own age?

_____Some adults

_____All my age

Why?

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF RESEARCH AND EVALUATION
FEDERAL EVALUATION RESOURCE SERVICES.

SECONDARY ADULT PROGRAM
ADULT STUDENT SURVEY

SCHOOL_____

GRADE_____ SUBJECT_____ DATE_____

The introduction of adults into regular school classrooms in a unique happening for public schools and the teachers, regular students, and adult students involved. We would like to know what you think of this experience by having you answer the following questions. Feel free to answer honestly. You do not put your name on this survey.

1. How often do you talk to the regular students in your classes? (check one).

_____Never

_____Once in a while

_____Almost every day

_____Many times a day

2. For what reason have you had contact with the regular students? (check all that apply).

_____Classwork/homework

_____Personal problems

_____Social-just as a friend

_____Other (specify)_____

3. How do you feel about being in school with regular students?

_____I like it

_____It's OK

_____I don't like it

Comments:_____

4. How do you think the regular students feel about having adult students in their classes?

_____They like it

_____They feel OK about it

_____They don't like it

Comments:_____

5a. What were the hardest things to adjust to in returning to school?

5b. What would have made the adjustment easier?

6. Which parts of your adjustment were easier than you expected?

7. What are the main differences for you between this school experience and your school experience as a teenager?

8a. If you could choose again as an adult, would you rather go to school during the day with regular students or go to night school with other adults?

_____Day school with regular students

_____Night school with other adults

8b. Why?

9. Any other comments.

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF RESEARCH AND EVALUATION
FEDERAL EVALUATION RESOURCE SERVICES

SECONDARY ADULT PROGRAM
TEACHER SURVEY

DATE_____

SCHOOL_____ NUMBER OF ADULT STUDENTS IN THIS CLASS_____

GRADE OF THIS CLASS_____ SUBJECT OF THIS CLASS_____

The introduction of adults into regular school classrooms is a unique happening for public schools and the teachers, regular students, and adult students involved. We would like to know what you think of this experience by having you answer the following questions.

1. To what extent has the presence of adult student(s) in your class influenced the regular students by:

	Not At All	Reduced Somewhat	Cut In Half	Almost Eliminated	Was Not A Problem
a. Reducing objectionable and disruptive behavior (check one):	_____	_____	_____	_____	_____
b. Reducing discipline referrals	_____	_____	_____	_____	_____
c. Reducing student cutting of classes	_____	_____	_____	_____	_____

2. To what extent has the presence of adult students in your class:

	Not At All	Some-What	Greatly	Already Was Fine
a. Improved student morale	_____	_____	_____	_____
b. Improved seriousness of study	_____	_____	_____	_____
c. Caused changes which have improved your attitude towards this class	_____	_____	_____	_____

3. Please list some examples of 1 and 2, from above.

4. Sometimes adult students perceive special relevance of class content to their lives (e.g., History: remember the actual events happening; Math: figuring the area of a wall to buy paint). Has this happened in your class?

_____No _____Yes If yes, please share some examples:

5. What other beneficial effects have the adult students had on your class?

6. If it were up to you, would you like to see the Secondary Adult Program in your school again next year?

_____Definitely

_____Depends how it would be set up

_____No

Why?

7. Would you want adult students in your class next year?

_____Yes

_____No

Why?

8. Other Comments?

Conclusion

The Secondary Adult Program was fully implemented in 1980-81, achieving five of six objectives fully and one objective partially. The program conducted within-and across-school meetings and staff development sessions for students, classroom teachers, coordinating teachers and principals. The results were impressive. Adult students, teachers and regular students all benefitted from the Secondary Adult Program.

A total of 176 adults enrolled to attend one of eight high schools during the day along with regular students. Eighty-nine adults completed the school year following individualized curricula. They maintained a good attendance rate (80%), especially considering the outside demands of families and children. Despite the difficulties of returning to school after a lapse of up to 40 years, nearly all of the 76 regular attenders passed al academic courses. In addition, 43 adults graduated, four were accepted to college, four achieved distinguished records (all A's), and ten achieved meritorious records (all A's and B's).

Of adult students surveyed, 98% liked being in class with regular students and many commented that despite their initial fears, they found the teenagers treated them nicely. This was a personal benefit for the adults and a significant accomplishment in school-community relations.

Teachers highly valued the Secondary Adult Program. Of those surveyed: 96% wanted adults in their class next year; 60% or more said adults' presence improved regular students' morale and seriousness of study and improved teachers' attitudes towards the class; 65% said adults described life experiences of special relevance to the subject of their class; and 50% said adults' presence reduced objectionable and disruptive behavior in regular students.

In addition, the regular students benefitted from the Secondary Adult Program. Of those surveyed, 91% preferred classes with some adult students to classes with students all their own age.

In sum, this low-cost program allowed adults to complete their high school education while acting as role-models for younger students, thereby aiding teachers' educational efforts.

Appendix

Kensington's Secondary Adult Program

Adult Ed Provides An Opportunity

Kensington has a program that is unique. This program allows anyone who is 25 or older and has not graduated from high school to return to school. Currently there are eleven adult students who are taking regular classes that will lead to a diploma. Four of these students are graduating this year.

The decision to return to school is a big one. Adult students have many committments and making the decision to return takes determination and courage. We interviewed some of the adults - about what they found to be the hardest things to adjust to at Kensington. Some of the answers were homework; classwork, getting up, getting their children to school, carrying a full roster, the freedom of the regular students and the attitude that some regular students have toward school.

On the other hand some replied that what they found easiest was adjusting to studying, getting to know the young people and that being older and more mature makes it easier being in a classroom.

Teachers who have adult students report that they are a positive influence on their classes. Most adult students reported that school no longer seemed as hard as it did when they first attended. Even the teacher's seemed easier or maybe just more understanding.

The adult students were asked if they could choose again would they rather attend day school or night school. Everyone of them said that they would attend day school with regular students.

They Finally Made It

Three adult students are graduating from K.H.S. on June 25, 1981. These are students who are 25 years or older and have returned to school to earn a diploma or learn a skill.

This year's graduates are Robin Hunt, Renee McCloud and Valerie Murdock. In addition Evelyn Cheeks will graduate after she completes one more course in summer school.

The Secondary Adult Program has been in existence at K.H.S. for two years. It is hoped that 20 students will be enrolled for next year.

There is no cost for enrolling in the program. All that is required is that persons interested in the program contact Mr. Kaltz or Mr. Aherne at Kensington High School at GA 5-5700.

They finally made it. Graduating Secondary Adult students Robin Hunt and Renee McCloud.

Adult Student Sees Benefit In Power Sewing

I am an adult student now at Kensington High, and sewing has always been a natural interest to me. I've had power sewing training before when I was a younger adult, but the understanding and instruction that I am receiving now has made me more involved than ever with sewing.

I have always felt that a natural homemaker without the proper training is worthless, this is why I am so appreciative of my sewing instructor Mrs. Anderson. Thanks to her expert knowledge of sewing and patience, I have gained more understanding and appreciation for the art of sewing.

I've also learned that this is a skill that can be useful economically and profits wise, and it's a skill that can be useful to me for the rest of my life.

by Margaret Thompson

Poetry Composed By Secondary Adult Program Students

We are adults
School is not easy
Sometimes it makes us queasy
I am not a child, but this is worthwhile
so don't look so sad, just smile

We are going to make it somehow
Forward is progress, success is our goal
Soon it will be our diplomas we hold.

Composed by:
Lillian English—Martin
Evelyn Cheeks—Kensington
Esther Page—Germantown
Maureen Shousky—Northeast

Secondary Adult Program Cont.

K.H.S. Builds Skills

Kensington High School has long been represented for its fine commercial program and its clerical skills lab. For the adult returning to school this is the perfect place to learn those skills that will lead to steady and beneficial employment.

There is no cost to the student. Entry into the program requires only a commitment to improve your educational horizons. You have everything to gain and nothing to lose by calling this number to find more out about the program: GA 5-5700.

Secondary adult students Evelyn Cheeks, Valerie Murdoch and Annie Skipworth during a trip to New York City.

ADULTS:

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I'm interested in the Secondary Adult Program

My name is _____

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OR

Call GA 5-5700

Mail To:
Kensington High School
Amber & Cumberland Streets
Phila., Pa. 19125

School District of Philadelphia
Michael P. Marcase, Superintendent of Schools

June 10, 1981

BARTRAM HUMAN SERVICES ADULT PROGRAM

3723 Chestnut Street
Philadelphia, Pa. 19104

349-9230 Coordinator: Lois Swartz
365-4200 (Summer)

Affective Education Program
Earline Sloan, Director

Adult Education Program
Matthew C. Knowles, Director

SOME THINGS I HAVE LEARNED FROM THE ADULT STUDENTS AT SHS

For three years I have been coordinating the adult program at SHS and I love it. I love the sense of sharing in other people's growth. And what I see this year is some very beautiful people unfolding. Recently, I have thought a lot about the successful ones and those who drop out.

The successful adults in our program have given school a very high priority in their lives. They have enlisted the aid of their families, and their families are usually rooting for them. Their attendance is good and illnesses or a celebration is just another thing to deal with and not a reason to leave because they have such a strong desire for school.

Coming here is a sacrifice. It means giving up spare time. It means telling mates or friends or children, "No. I'm busy or I can't. No! I have to study." And that takes a lot of guts. The adult students who come here are brave. They have to be to redirect their lives. But they are willing to take the risks.

One of the things I have learned is that the better the child care arrangements, the better the adult student is able to concentrate on school. The people whose children are in school or are in a day care facility seem to manage better than the people who depend on family or friends for baby sitting. In other words, day care is a business arrangement and doesn't depend on someone doing a favor.

Three good students who dropped out of our program didn't seem to stop being SUPERMOMS. They were trying to be perfect. They felt if they couldn't take off a day to take their kids in town or have time to cook elaborate meals for their husbands, they were falling down on the job. They left school because the need to do things for their families was such that they didn't let their families support them in getting their education.

Which brings me to another learning I have had, that adults should have a post high school goal, college or business or technical school. It isn't enough just to have a high school diploma and to go back to the same old job. The adult students need to use the diploma as a springboard into another fuller, more

expanded life. The year or two at Bartram Human Services is the place to reflect on careers, to talk to teachers and counselors and to begin to explore post high school education.

This year we had a workshop given by the Temple Adult Program. Temple, as well as other colleges, are encouraging adults to return to school. There are a lot of people encouraging adults to continue their education. That helps us at SHS to be part of a greater movement. Some people look into their lives and see walls around them. We at SHS help people to see the doors through the walls.

Lois Swartz

Lois Swartz teaches English and social science at SHS. Last year she attended a Hebrew high school and experienced how it is to be a student amont high school age students.

LOOKING BACKWARD - LOOKING FORWARD

The main reason that I decided to go back to school was that I had a terrible time finding a decent job, something I needed to guarantee the future of my children and myself. I worked at jobs which held no future at all. The pay was always low, with no advancement and no benefits in case of injury. I had quit school three months short of graduation because I felt at that time I didn't need an education and I could work instead of wasting valuable time in the classroom. Also, school was boring, dull and didn't hold my interest. I later married and had my children. During this time I tried to get my G.E.D., but I only finished three parts of it. I had a hard time trying to discipline myself for studying. I knew that I needed the classroom environment.

I saw an advertisement in the Southwest Globe for an adult program offered at Bartram Human Services. I only needed three credits. I hadn't realized that the program was so involved. I had to follow the same rules and regulations as the other students. Yet, the rules were relaxed enough that attending class was a pleasant experience, not a hardship. The classes were small and each teacher was able to give his or her full attention to each student on an individual basis. All students were judged individually and not as a class. There were only three people in my bookkeeping class, which was good for me because this subject was a difficult one for me and this was as good as having a tutor. English was my most enjoyable subject. The teacher gave me extra work, and this was a challenge for me and made the class much more interesting.

The work program enabled many of the students to experience the working world and this helped them to decide what field they wanted to go into after graduation. I worked at an older adult center and I enjoyed it very much. This was a place where senior citizens came for meals and activities. I was able to plan and carry out projects for arts and crafts. This helped to enrich my outlook on people, as I am sure each student's work related job helps them to decide what they wish to do after high school. It's nice to have an alternative.

I was lucky because I received a lot of encouragement from my family and friends. My children even supported me. I felt that I finally had an aim in my life, which made me feel good about myself. Up to this point, I had no idea of what I wanted to do with my life, except I knew that there must be more to look forward to than just getting up in the morning. I wanted to be productive. I have realized that education can open many doors for a person. This has already made my life more fulfilling. You can never stop learning and its never too late to start.

Linda Connolly

Linda Connolly was graduated from SHS last year. She is currently enrolled in the medical secretary course at Dobbins. She hopes that the hospital practicum her course offers will lead

to regular employment in a hospital. But she is open to all opportunities as a medical secretary.

MAKING IT TO COLLEGE

I never thought I would see the day when I would say, "Ha! I made it." Although it took forty-four years, I finally got a diploma through the grace of God and the Bartram Services program.

If you do not make it at Bartram, forget it, because you have everything to work with. There is not a staff person who is too busy to help you. I have never heard of nor seen any school where, from the very top to the very bottom, the staff would not take time out to hear your problems, help you with your problems, help you with your school work or just encourage you to keep on pushing. There were times when I would go crying to Lois Swartz, telling her about how I could never make it in Doc's biology course. (I thought Doc was the worst person in the world until I got to college. Now, I thank God for Doc.) Lois would tell me, "Eunice, you can make it."

If you are fifteen or one hundred and fifteen and have not received a high school diploma, go to Bartram Human Services where you will be able to go back to your childhood days and start school over again. And you too, can say, "Ha! I finally made it."

Eunice Butts

Eunice Butts is a lay preacher. She left Human Services after a year to take the G.E.D. exam and to enter Eastern College where she is finishing her first semester. She is a house manager in a center for battered women.

INSPIRATION

I am a mother of two school age children and am expecting another very soon. I don't let these responsibilities stop me in anyway because school is something I have wanted for a long time for myself. My children are very helpful to me and supportive because they know this is part of my dream.

My son has been cleaning the whole house since he was eight. He is fourteen now. And my eight year old daughter is just getting into the routine. The children do a lot of the cooking of simple things. My son does most of the shopping from lists that I give him. I'm not sure how this developed in my son, but it seems as if he was always interested in what I was doing in the house and I encouraged it. Before I came back to school here, I worked as a nurse's aide so my children are used to having a working mother. In addition, my son now has a part time job packing bags in a local store.

It was not easy for me to return because I thought about the young people I would be around from Monday through Friday and I didn't know if I could handle it. But I found it to be very interesting and somewhat of a challenge for me. I had always wanted the school system to come up with a program where adults could finish high school to have everything they had missed out on. For this reason I strongly recommend this program at Bartram School for Human Services for adults like myself to continue their education because I realize without it you won't make it very far and here you can make it if you try.

Henrietta Foster

Henrietta Foster has a frank and open smile. She is quick to laugh and a hard worker. She wants to be a nurse.

I'M A READER NOW

I always wanted to come back to regular day school because I felt as though night school would be too boring and take too long to finish. I felt that coming back to high school would give me more experience in the subjects than the G.E.D. program. So coming back to high school has been just what I was looking for. Meeting people with some of the same goals, interests, and ideals has been great. I had been out of school for about ten years and was amazed to meet teachers who were so willing to spend extra time with their students.

One of the major changes in me since I have come back to school is that I have become an avid reader. I have received a lot of stimulation from my English teacher and a lot of help from her in picking good books. Recently, I have read Jane Eyre, Of Human Bondage and Second Son, in addition to the books I have to read in class. Sometimes I have so much to say about what we read that I can hear a student whispering, "There she goes again." I've also noticed that my vocabulary has increased.

Another thing that has happened to me since I have been back in school is that I have learned a lot more about myself. I think I understand better about not taking on more than I can do.

I have four children, ages 10, 5, 4, and 3, so coming back hasn't been easy. And I know I couldn't have done this without the help of my husband who does some of the household chores.

Gwen Meade

Gwen Meade used to be very quiet. Finishing her second year at SHS and about to graduate, she has become very open and forthright. Her contributions in class and at the adult meetings are respected by everyone. She is now exploring a career in the medical field.

NEW HOPE

As a very young girl I left school and got married. I had made many attempts to finish my high schooling, but something always got in my way. I had held nursing jobs, but was not a real nurse. As time went on, looking for better jobs became very hard. Every place I went I was asked for my high school diploma and was turned down. Not only turned down, but let down. So since my two sons are grown, I have made up my mind that I will finish my education, no matter what. Then I can be equal. I don't want to stop at 12th grade. I want to go on to a higher school and get a degree in something that I can get a decent job to support myself. That is why I am so determined to finish school.

Mary Bordley

Mary Bordley is very handy. She repairs roofs and is always well dressed in clothes of her own creation.

WHY I RETURNED TO SCHOOL

When I left my job at the PNB in 1970 to have my daughter, I didn't realize that I would have any trouble returning to work. After my daughter was old enough, I returned to work part-time at a cleaners. I wanted to spend more time with her.

I was not satisfied working in the cleaners after four o'clock. So, I decided to reapply for the same position at the bank. Not only did the bank change its location; I found out I didn't qualify for the position anymore. They now wanted people with a college degree.

I knew I was handicapped, because I didn't have a high school diploma, let alone a college degree. So at the first opportunity I decided I would go back to school to get my high school diploma and, hopefully, go to college.

This is not easy because I have a family, but this would be an accomplishment for me. It will give me a sense of

fulfillment in my life. I have the support of my family and I know God will let me finish successfully.

Arlene Medearis

Arlene Medearis wants to get back into the business world but is currently delighted in her return to school. She has an understanding heart and relishes her contact with adolescents. She is considering a career in business education.

TRYING HARD

I saw an ad in the neighborhood newspaper about getting a high school diploma. The age limit was twenty-five years and over. I am fifty-one. I called for an interview, and was accepted. The hours suited me fine, as I work 3:00 to 11:00 p.m. every day.

My husband was against my going. I told him I wanted an easier job in the hospital, as a Unit Clerk or a Receptionist.

Until I got myself on a schedule, homework was a problem. Thank goodness, I don't get much. I do it before I come to work or before I leave for school in the morning.

My daughter helps me with the housework. I don't have that much to do, since there are only three people in the family plus my poodle. I wash clothes once a week, usually on a Saturday. On my days off I dust and clean. My daughter vacuums the rugs because the vacuum cleaner is too heavy for me to push.

I graduate in June, whish is a surprise, because I thought I had longer to go. I feel it was worth all the obstacles I have had to overcome to attain my high school diploma.

Diane Richards

Diane Richards will be graduated in June. Working as a nurse's aide, she hopes to continue her education after high school. She wants to move into a less physically strenuous career.

High Schools That Have Volunteered to Participate in the Secondary Adult Program:

District One:
Bartram School for Human Services
38th & Ludlow Streets 349-9203

District Two:
Benjamin Franklin High School
Broad & Green Streets LO 7-7045

District Five:
Edison High School
8th & Lehigh Avenue BA 3-4400

Kensington High School
Amber & Cumberland Streets GA 5-5700

District Six:
Martin Luther King High School
Stenton Avenue & Haines Street WA 7-7200

Germantown High School
Germantown Avenue & High Street VI 8-0606

District Seven:
Olney High School
Front & Duncannon Streets DA 9-1770

District Eight:
Northeast High School
Cottman & Algon Avenues PI 2-0110

If you are interested in speaking to someone further about the SECONDARY ADULT PROGRAM or would like to have one of us come to speak to your group, please call or write our office:

Division of Adult Education
Monroe Administrative Center
427 Monroe Street
Philadelphia, Pa. 19147

Phone: (215) 351-7018

The Adult Program: A day time opportunity for people over 25.